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ABSTRACT

This collection explores the way in which critical theory and practice can unite in a common vision of democratic hope. Separate viewpoints are drawn together to constitute a democratic platform for an enlightened critical education agenda. Case studies from narrative and critical ethnography explore the multicultural and power struggles of states, districts, and schools. Of particular note is Chapter 10, focusing on conflict in an inner-city school in Los Angeles (California) serving black students. Essays in the collection are: (1) "Educational Change and the Crisis of the Left: Toward a Postmodern Educational Discourse" (Svi Shapiro); (2) "Radical Democracy, the Politics of Difference, and Education" (Michael Peters); (3) "The Fringe Dwellers: African American Women Scholars in the Postmodern Era: (Beverly M. Gordon); (4) "Multicultural Education and Postmodernism: Movement Toward a Dialogue" (Carl A. Grant and Judyth M. Sachs); (5) "The Politics of Insurgent Multiculturalism in the Era of the Los Angeles Uprising" (Henry A. Giroux); (6) "Pedagogies of Dissent and Transformation: A Dialogue about Postmodernity, Social Context, and the Politics of Literacy" (Kris D. Gutierrez and Peter McLaren); (7) "Adult Education and the Politics of the Theoretical Text" (Daniele D. Flannery); (8) "Learning the Hard Way: Maria's Story" (Bonny Norton Peirce); (9) "Multiculturalism and Empathy: A Border Pedagogy of Solidarity" (Barry Kanpol); (10) "The Conflicts of Difference in an Inner-city School: Experiencing Border Crossings in the Ghetto" (Fred Yeo); (11) "Emerging Student and Teacher Voices: A Syncopated Rhythm in Public Education" (Suzanne Soohoo); and (12) "Safeguarding Empowerment" (Jeffrey Cinnamond). (SLD)